DOCUMENT RESUME

ED 128 286 95 SO 009 416

AUTHOR Brickman, William W.
TITLE The Educational System of the Netherlands. Education Around the World.
INSTITUTION Office of Education (DHEW), Washington, D.C.
REPORT NO DHEW-OE-76-19122
PUB DATE 75
NOTE 16p.
AVAILABLE FROM Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (order stock no. 017-080-01510-2, $0.35 paper, minimum charge $1.00 per order)

EDRS PRICE MF-$0.83 HC-$1.67 Plus Postage.
DESCRIPTORS Comparative Education; Continuous Learning; *Curriculum; Educational Administration; Educational Finance; Educational History; *Educational Programs; *Educational Trends; Elementary Secondary Education; Foreign Countries; Higher Education; Primary Education; *Teacher Education; *Vocational Education
IDENTIFIERS *Netherlands

ABSTRACT

The Dutch educational system is described, with preliminary comment on history, financing, and administration. A noncompulsory preprimary level is followed by a compulsory 6-year primary level, in which both public and private schools teach a standard curriculum of basic skills, arts, and physical training. A bill introduced in 1970, but not yet adopted, proposes more emphasis on emotional and social development and determination of curriculum by a new method. The secondary level consists of general/academic and vocational programs, and it follows a policy of flexibility whereby students can change from one kind of program to another in response to the changing educational and social situation. Programs last from 2 years (lower general secondary) to 6 years (pre-university). Vocational education, which includes teacher education, spans the secondary and higher education levels. Trends in the universities and institutions of specialized fields include the integration of higher technical and vocational education with university education and provisions for lifelong educational programs. (AV)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

NETHERLANDS

AROUND THE SHOP
U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
David Mathews, Secretary
Virginia Y. Trotter, Assistant Secretary for Education
Office of Education

ED128286

THE COUNTRY AND THE PEOPLE

Official Name: Kingdom of the Netherlands
Location: Western Europe
Size: 13,653 square miles (1975)
Main Subdivisions: 11 Provinces
Official Language: Dutch
Population: 13,500,000 (1974 estimate)
People: Dutch
Literacy Rate: Nearly 100 percent
Type of Government: Constitutional Monarchy
Religion: Dutch Reformed Church (41 percent); Catholic (40 percent); other Christian groups, Jews, and nonbelievers (19 percent).

THE BASIC SYSTEM

SP 009 416

History

The formal educational history of the Netherlands began in A.D. 695, when a school was opened in Utrecht by the English missionary Willibrord. During and after the 14th century, the Brethren of the Common Life organized schools in which prominent Europeans received an education. Desiderius Erasmus (1469–1536) of Rotterdam taught at the University of Cambridge and wrote influential works on education. The University of Leyden, founded in 1575, became within several decades a leading institution in Europe in teaching science and other modern subjects. (A classical emphasis, however, persisted in secondary and higher education through the 1960's.)

During most of the 19th century, religious adherents and secularists were engaged in an educational and political controversy about financial support of private schools and freedom of choice for parents in school selection. This conflict ended after nearly a century when the 1917 Constitution equalized support of religious and secular schools, and a law in 1920 guaranteed the right of parents to select either a public or a private school for their children.

Educational legislation passed from 1955 through the early 1970's has greatly affected the recent development of Dutch education. (See section entitled "Legal Basis and Requirements," p. 3.)

Structure

The Dutch educational system comprises a 2-year preprimary school; a 6-year primary school; various types of general and vocational secondary schools, in all of which the first year is by law "transitional"; special schools for the dif-

NETHERLANDS
International boundary
Province boundary
National capital
Province capital
Railroad
Road
0 5 10 20 30 Miles
0 5 10 20 30 Kilometers
WEST FRISIAN ISLANDS
AMELAND
TERSCHELLING
VLIELAND
TEXEL
WADDENZEE
Harlingen
Leeuwarden
Den Helder
FRIESLAND
GRONINGEN
Emden
Groningen
Assen
DRENTHE
Emmen
IJSSELMEER
Enkhuizen
NORTH SEA
NOORD-HOLLAND
Zwolle
OVERIJSSEL
Emlichheim
Haarlem
AMSTERDAM
Hilversum
Apeldoorn
Deventer
Hengelo
Enschede
The Hague
Leiden
Utrecht
GELDERLAND
Delft
UTRECHT
Arnhem
Hoek van Holland
EUROPOORT
ZUID-HOLLAND
Rotterdam
Tiel
Nijmegen
Dordrecht
Emmerich
's Hertogenbosch
NOORD-BRABANT
Breda
Tilburg
Middelburg
ZEELAND
Eindhoven
Venlo
LIMBURG
Essen
Duisburg
Düsseldorf
Antwerp
Mönchen Gladbach
Gent
BELGIUM
Cologne
Maastricht
BRUSSELS
Aachen
BONN
Liège
FEDERAL REPUBLIC OF GERMANY
BOUNDARY REPRESENTATION IS NOT NECESSARILY AUTHORITATIVE

ferent types of handicapped children; and higher academic, technical, and professional institutions. (See chart.) Attendance is compulsory for children 6 through 16 years of age.

Legal Basis and Requirements

The foundation of the Dutch educational system is article 208 of the 1917 Constitution, which states: "Education shall be an object of constant solicitude on the part of the government." It provides for regulation by law of public and private primary and secondary education, with specific guarantees that "every person's religious views . . . [shall be] respected" and that the costs of private schools that meet legal requirements "shall be defrayed from public funds," as are those of public schools.

The main educational laws are the following: Primary Education Act (1920); Pre-Primary Education Act (1955); School Fees Act (1955); Post-Primary Education Act (Mammoth Law, 1963) and the Apprenticeship Training Act (1966), both of which went into effect in 1968; Compulsory Education Act (1969); University Administration (Reform) Act (1970); and Educational Experiments Act (1970). In addition, the Special Education Decree (1967) governs the education of physically and otherwise handicapped children. Amendments refining and expanding aspects of some of these laws were enacted during the early 1970's.

Educational legislation is an exclusive and joint process of the Parliament and the Crown. The Ministry of Education and Science is responsible for preparing the bill that is presented to Parliament (*Staten-Generaal*).

Administration

The Ministry of Education and Science, which controls the Dutch educational system, is directed by a Minister and two State Secretaries. There are directors general for preprimary and primary education, secondary education, supervision, and "sciences" (higher education). These officials are assisted by professional specialists of various types. An Education Council, organized by law (1919), advises the Minister on educational matters. Another body, the Netherlands Universities Council, established in 1961 and reorganized in 1971 under the University Administration Act, advises the Ministry concerning university education and promotes cooperation in the field.

The public sector administers state and municipal schools, while private individuals or groups operate publicly or privately subsidized schools. At the primary and secondary levels, a private school must be sponsored by a group of parents and must have the minimum registration required by law in accordance with the local situation. In the private sector at these levels there are three main subsystems—one Protestant, one Catholic, and one nondenominational. There are also schools operated by minority religious and miscellaneous groups.

The law specifies the aim of primary and secondary public education and prescribes rules for both public and private schools. Failure to comply with the regulations may result in the closing of a public school or the loss of subsidy by a private school. Even unsubsidized private schools, however, must fulfill basic curriculum requirements.

The Ministries of the Arts, Agriculture and Fisheries, Defense, and Justice are responsible for a number of specialized institutions.

Financing

Educational expenditures are financed partly by the National Government (through taxation) and partly by fees. According to the School Fees Act (1955), only primary education and the first three classes of secondary education are free. Fees are charged for the higher secondary school classes, teacher-preparatory institutions, and higher education. The upper limit of free education thus coincides approximately with the upper age limit of compulsory attendance.

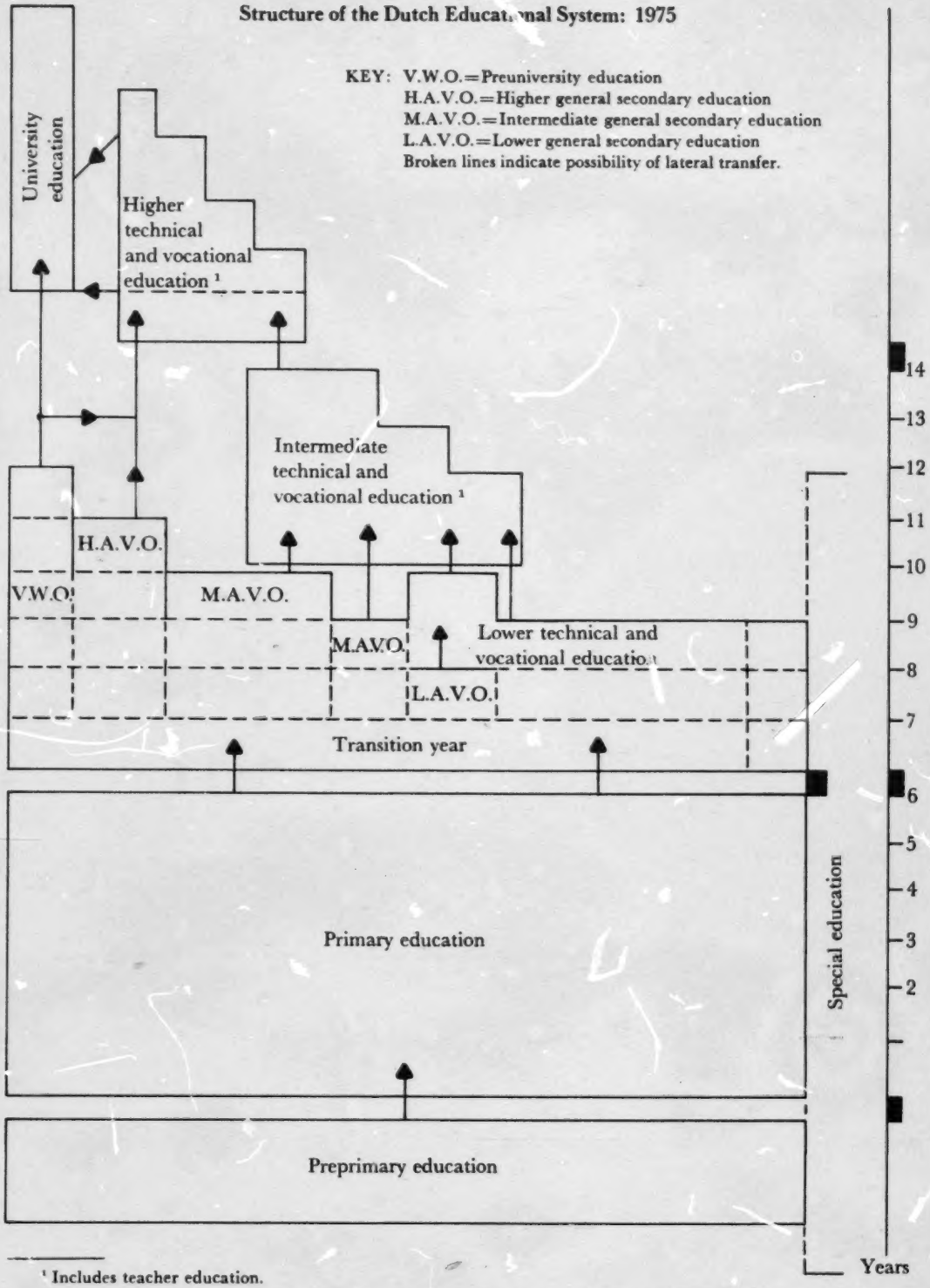
The Dutch Government finances equally all public and private schools. The costs of building and equipping preprimary and primary schools are paid for by the municipalities, which receive a reimbursement from the Government. Only salaries of required personnel in these schools are directly paid by the Government. Public and private secondary and higher institutions receive financing for all expenditures not covered by fees.

Of significance as a reflection of Dutch national policy is the general rise in ratio of the educational budget to the total national budget: In 1950, 7.3 percent; in 1960, 16.0 percent; in 1966, 21.9 percent; in 1969, 26.0 percent; and in 1974, 28 percent—or approximately $4.5 billion (nearly 12 billion guilders). (The 1974 exchange rate: 1 guilder equaled about 38 cents in U.S. money.)

Academic Calendar

The school year begins in late August or early September and ends in late June. One thousand hours a year are prescribed for primary education and 660 hours for preprimary education. The trend is toward 40 weeks a year. Schools that are open on Saturday morning do not have clas-

Structure of the Dutch Educational System: 1975



[1] Includes teacher education.

Source: Adapted from: The Netherlands, Ministry of Education and Science. "Education and Science in the Netherlands." The Hague, 1970. P. 90.

ses on Wednesday afternoon. The school week is 26 hours long on the primary level and from 30 to 32 periods of 50 minutes each on the secondary level. In higher education, the academic year extends from September to June.

Language of Instruction

The official language of instruction in the Netherlands is Dutch. The Province of Friesland has bilingual (*tweetalige*) schools, where Dutch and Frisian are used. Frisian, the medium of instruction at least part of the time in the first two grades, was introduced in 1975 on a wider scale in the Province of Friesland. (Frisian, spoken by a relatively small population along the North Sea coast in the Netherlands and Germany, together with English constitutes one of the three groups of the Germanic languages in the European family; the other two in this group are (1) Dutch and German and (2) the Scandinavian languages.)

Grading System

The grading system in primary schools and in some secondary schools is on a scale of 1 to 10, with 6 the lowest satisfactory grade. In academic secondary schools, a 5-point scale prevails, with 3 regarded as satisfactory.

PREPRIMARY EDUCATION

The preprimary level, for children 4 to 6, is generally 2 years in length. Attendance is not compulsory. The goals are to further the physical, sensory, social, and intellectual development of the children and to increase their ability to express themselves orally and in other ways. The stress is on general growth and development rather than on cognitive learning. The program consists of games, drawing, music, rhymes, storytelling, physical exercise, and modeling. Children who show readiness receive instruction in language and numbers.

PRIMARY EDUCATION

The goal of primary education, as stated by the State Secretary for Education and Science, is "to give children . . . certain . . . elementary knowledge and skill that are necessary for their development."

Attendance at the primary school (grades 1–6) is required, because school attendance is compulsory from age 6 through 16. The responsibility for school attendance rests upon parents or guardians, who are required to sign the report cards presented to them during the school year.

The principal prepares (often with the help of an achievement test) a special report on a pupil's scholastic status at the end of sixth grade, and recommends the type of secondary school in which he believes the pupil will make the most progress. The Ministry provides suitable publications to enable parents to understand the differences between the various forms of secondary education.

Curriculum

The basic curriculum for both public and private schools has been laid down by the 1920 Primary Education Act and succeeding laws. A minimum of 1,000 hours of instruction per year is required. The amount of time to be spent on each subject of the basic curriculum is determined on a national basis, but deviations may be allowed by the Government's school inspectorate for the primary level. This provision for departure from the centralized plan enables municipalities to deal with particular problems such as enrollment of immigrants or children of foreign workers.

The basic curriculum traditionally consists of the Dutch language, reading, writing, arithmetic, Dutch history and geography, science, singing, drawing, physical training, safety education, handicrafts, and needlework. Many primary schools also offer instruction in a foreign language (French, English, or German) before or after regular school hours. Many private religious schools include religion in the curriculum.

A New Proposal

A bill introduced in 1970 proposed an altered approach to the elementary stage, integrating the programs for the age group 4 through 12 "to ensure the utmost continuity in the growth and training of young and very young children." A differentiated curriculum and methodology would make possible an individualized program to promote equal educational opportunities and eliminate repetition of grades. This new approach, if adopted, will place less stress on cognitive aspects and more stress on the emotional and social development of the pupils. Consideration has been given to the possibility of lowering the beginning compulsory attendance age to at least 5 and of admitting children below 4 to nursery school. The aim is to reduce the number of pupils who, because of academic or other problems, finish their period of compulsory school attendance while still in elementary school. The possibility of introducing a foreign language in the elementary schools is also under formal consideration.

The draft bill also provides for teaching the

Enrollments, by level: 1970–71 and 1972–73
(In thousands)
[--- indicates source gave no data]

Level	Students			
	1970–71		1972–73	
	Full-time	Part-time	Full-time	Part-time
Preprimary	491.7	---	495.1	---
Primary	1,462.4	---	1,461.5	---
Secondary:				
General	591.4	12.4	661.2	22.6
Technical	414.9	81.7	448.7	80.5
Total	1,006.3	94.1	1,110.8	103.1
Higher:				
University	103.4	---	112.9	---
Nonuniversity	74.4	51.7	[2] 80.6	54.5
Total	177.8	---	193.4	---
Special	74.1	---	78.1	---
Apprenticeship	---	73.6	---	73.2

[1] Full time higher education data are for 1970–71 and 1971–72.
[2] In 1972–73, the full-time enrollment figure was 83.2.

Source: Adapted from Organisation for Economic Co-operation and Development. "Statistics and Indicators of Educational Performance: The Netherlands." Paris: The Organisation, June 1974. Pp. 1 and 3.

Frisian language and for determining the curriculum by a new method. The curriculum would be the result of a joint effort by the principal and the teachers, and would be subject to approval by the municipal authority for a municipal school or by the private school board in a private school.

The newly established Foundation for Curriculum Development (*Stichting voor Leerplanontwikkeling*—SLO) is expected to play a significant role in developing models for teaching materials and programs of study for the different kinds of education in innovative projects.

SECONDARY EDUCATION

The secondary educational system consists of general/academic and vocational programs. General/academic programs include academic pre-university education (V.W.O.) and three nonacademic programs: higher general secondary education (H.A.V.O.), intermediate general secondary education (M.A.V.O.), and—for a very few pupils—lower general secondary education (L.A.V.O.), mostly combined with lower technical and vocational education. Secondary vocational programs, offered on the lower and intermediate level, are discussed under "Vocational Education and Teacher Education." (See chart, p. 4.)

The first year of all types of secondary school is a transition year (*brugjaar*). The curriculums of this first year in pre-university and in intermediate and higher general secondary schools cover identical subjects taught in the same number of classes per week. In lower secondary education, the transition year allots more time to handicrafts and less to foreign languages.

For those young persons who work, there are evening classes with part-time programs that parallel the various forms of secondary education. A graduate who has completed a course that corresponds to the full-time day course takes the same examinations as the full-time graduate and receives a certificate giving him identical rights to higher education.

As of 1972–73, 88.5 percent of all 15-year olds, 68.7 percent of all 16-year olds, 46.3 percent of all 17-year olds, and 28.8 percent of all 18-year olds were in school—a percentage of 58.1 for the 15 through 18 age range.

The 1963 Post-Primary Education Act

On August 1, 1968, the Post-Primary Education Act became effective and "ushered in a new era in the history of education in the Netherlands," according to the then Secretary of State of Education and Science. Under this law, the aim of secondary education is to introduce a policy of flexibility whereby students are enabled to change from one form of school to another as deemed desirable by the changing educational and social situation. Specifically, the new law is intended by the Government to make "each type of education a possible stepping stone to another, higher type of education. Furthermore, the introduction of basic and optional subjects within each type of school permits a considerable degree of differentiation in the teaching programme of the senior classes." Further individualization takes place under the policy of the transition year in secondary education, during which pupils are observed and guided.

Flexibility also extends to the organization of the curriculum and the method of instruction. Teachers are encouraged to vary subject matter and methods to suit the abilities and needs of the students. Examinations consist of achievement tests taken during the last year and a national examination, to ensure that all schools of a particular type will "educate their pupils up to the same level." The average of both examinations is expressed as a "final result," which is either a pass, a fail, or an intermediate level that allows a student to sit for reexamination.

The present government views the 1963 act as a stepping-stone toward comprehensive secondary education. It hopes to reduce the distance between general and vocational education in the early years of the secondary school. Ultimately, it strives to have all pupils of the 12- to 15- or 16-year-old group "attend the same school, the middle school, with a course lasting at least three years and a differentiated curriculum with options for the pupils." Thus, it is moving in the direction of the comprehensive secondary school that is found in a number of other West European countries.

Furthermore, under the act, entrance examinations are no longer compulsory.

Pre-University Education (V.W.O.)

The 6-year curriculum of pre-university education (*voorbereidend wetenschappelijk onderwijs*, or V.W.O.) varies according to the school. The *gymnasium* has a classical emphasis, offering Latin, Greek, Dutch, English, French, German, social sciences, arts, mathematics, and science. From the fourth year onward, stream A concentrates on Latin and Greek, while stream B emphasizes mathematics and science. The *atheneum* stresses modern languages and social science, although Latin may be taught in this type of school. After the third year, stream A concentrates on economic and social studies, while stream B devotes particular attention to mathematics and science. The *lyceum*, combining the programs of the *gymnasium* and the *atheneum*, has a common basic course with them for the first (transition) year at least.

The examination for the pre-university certificate includes Dutch and at least one modern foreign language for all students. In addition, a *gymnasium* stream-A student is examined in Greek, Latin, and history; and a stream-B student, in Latin or Greek, a science, and mathematics. An *atheneum* stream-A student is examined in economics and geography or history; and a stream-B student, in mathematics and two sciences. The examination consists of five required and two optional subjects. Upon successful completion of each program, the corresponding school-leaving certificate is granted.

Higher General Secondary Education (H.A.V.O.)

Higher general secondary education (*Hoger algemeen voortgezet onderwijs*, or H.A.V.O.) offers a 5-year program that includes Dutch, English, French, German, geography, history, economics, commercial science, mathematics, biology, chemistry, physics, social studies, physical training, art, music, and handicrafts. In the final 2 years a student takes six subjects, which must include Dutch and at least one foreign language. The certificate examination is awarded for Dutch and five subjects selected by the student. Two-year programs are also offered to students who have completed 3 years of V.W.O. or 4 years of M.A.V.O.

Graduates of H.A.V.O. may enter higher technical and vocational education.

Intermediate General Secondary Education (M.A.V.O.)

Intermediate general secondary education (*Middelbaar algemeen voortgezet onderwijs*, or M.A.V.O.) consists of a 3- or 4-year program of Dutch, English, French, German, mathematics, science, geography, history, business practice, art, music, and other subjects. The leaving examination covers Dutch and other subjects chosen by the pupil. The 3-year M.A.V.O. school requires

examinations in five subjects and leads to the fourth year of a 4-year M.A.V.O. school; and the 4-year M.A.V.O. school requires examinations in six subjects and leads to the fourth year of a H.A.V.O. school. Graduates may also enter intermediate technical and vocational education.

Lower General Secondary Education (L.A.V.O.)

Lower general secondary education (*Lager algemeen voortgezet onderwijs,* or L.A.V.O.) offers a 2-year general education program that is usually combined with lower technical and vocational education. Relatively few students participate in this type of program.

VOCATIONAL EDUCATION

There are three levels of technical and vocational education. The lower level falls within secondary education; the intermediate begins at the upper secondary level and in some instances extends beyond; and the higher falls clearly within higher education. (See chart, p. 4.)

Vocational education, as defined by the Post-Primary Education Act of 1963, is provided in the following institutions: Lower and intermediate technical schools and technical colleges; schools and colleges of home economics on all levels preparing for housekeeping, rural economy, and social care; lower and intermediate agricultural schools and agricultural colleges; schools and colleges on all levels for those preparing for the craft, retail, and catering trades and services in an independent capacity; schools and colleges on all levels for careers in business economics and business administration; various types of teachers schools and colleges for preparing preprimary, primary, and secondary school teachers; intermediate and higher sociopedagogic schools and colleges preparing students for careers in youth and adult education, cultural and social work, personnel work, community service, child and medical care, and other types of service; and schools of art. In the view of the Government, "A vocational school is the last stage of their full-time education for most young people though the apprenticeship scheme, to which entry is direct from lower vocational school, may also be regarded as a form of full-time education."

Lower Technical and Vocational Education

The importance of the lower stage of technical and vocational education may be determined from the fact that nearly 45 percent of all young persons enter a vocational program directly from primary school. Recently the general education component in the vocational school has increased, with the first year devoted entirely to general subjects. The 4-year lower vocational program is offered in institutions that include: (1) technical schools for occupations such as building, electricity, and metalworking; (2) nautical training schools for skills such as seafishing, seamanship, inland navigation, and docking; (3) home economics schools for teaching health and child care, homemaking, nutrition, needlework, care of clothing, office work, and selling; (4) agricultural schools with fieldwork; and (5) retail-trade and commercial schools.

Graduates of this program may enter intermediate technical and vocational education or the upper levels of M.A.V.O.

Intermediate Technical and Vocational Education

On the intermediate level, there are 2- to 4-year programs in institutions that include: (1) technical schools for executive, administrative, and supervisory positions in industry; (2) nautical schools leading to qualification, with experience, for a certificate as a mate or a ship's engineer; (3) home economics schools for social and health care professions, dressmaking, fashion designing, and residential welfare work; (4) agricultural schools for farming, horticulture, forestry, and other related occupations; (5) retail-trade and commercial schools for future practitioners in business and in commercial and clerical positions; (6) sociopedagogic schools preparing family aides and sports instructors; and (7) teachers schools for preparing preprimary school teachers.

Admission is to graduates of the M.A.V.O. and the lower technical and vocational program. Graduates are qualified to enter higher technical and vocational education.

Higher Technical and Vocational Education

At the postsecondary level, higher vocational education lays the theoretical and practical groundwork for managerial and senior positions. This system includes 2- to 5-year programs in the technical colleges, agricultural colleges, sociopedagogical institutions, and other institutions specializing in fields such as hotel and restaurant catering, art, music, and aviation.

Students who have completed the H.A.V.O. program or the intermediate technical and vocational program may be admitted to higher technical and vocational education. Graduates of selected programs are qualified for further training at a university in a corresponding discipline; and graduates of all programs are admissible after passing a special entrance examination.

TEACHER EDUCATION

Teacher education, included in vocational education according to the Post-Primary Education Act of 1963, is provided on various academic levels.

Enrollments in teacher training were as follows: preprimary—13,638 in 1972–73 and 14,150 in 1973–74; primary—21,691 in 1972–73 and 23,851 in 1973–74; secondary technical and agricultural—7,917 in 1970–71 and 8,014 in 1971–72; and all other secondary—20,000 in 1969–70 and 22,700 in 1970–71.

Preprimary Teachers

Teachers for preprimary schools are prepared in a 3-year course within the general structure of intermediate technical and vocational education. Admission is granted to holders of a M.A.V.O. certificate or to those completing the first 3 years of a V.W.O. or a H.A.V.O. course. Prospective teachers study pedagogics and psychology, didactics and teaching methods, Dutch language and literature, speech, civics, history, biology, hygiene and child care, street safety, music, drawing, manual skills, and physical education. Religion is included at private teacher-training schools. Additional subjects that may be included in the curriculum are Frisian, a modern foreign language, Esperanto, religion, acting, cinema, elocution, debating, art history, rhythmics, housekeeping, creative play, nutrition, and clothing. At least 800 hours of practical student teaching and observation are required.

In addition, these schools have a 1-year part-time course for preprimary school principals, open to graduates of the regular 3-year program. It comprises pedagogics and psychology, didactics and teaching methods, and Dutch language and literature (especially children's literature). Upon completing the program, a student receives a certificate.

Primary Teachers

Teachers for primary schools are prepared within the general structure of higher technical and vocational education. Admission is on the basis of graduation from a H.A.V.O., V.W.O., or preprimary teachers school. About an equal number of men and women teach in Dutch primary schools.

The course of study for primary school teachers is made up of pedagogy, didactics, educational and child psychology, aspects of cultural and social life, Dutch language and literature, music, art, handicrafts, physical training, history, geography, physics, biology, arithmetic, writing, street safety, and speech improvement. Religion is taught at some private teachers colleges. Additional courses that may be offered are Frisian, English, Esperanto, French, German, Latin, recitation, drama, filming, Bible study, Western cultural history, aspects of spiritual life, philosophy, mathematics, child care, and home economics. At least 240 hours must be spent in practical student teaching during the first 2 years and 290 hours during the third year.

Successful completion of the 3-year course allows graduates to teach in primary schools and makes them eligible for appointment as principals. They are also qualified to teach Dutch and arithmetic in the L.A.V.O. and M.A.V.O. schools and in lower technical and vocational schools.

Secondary Teachers

In the past, university graduates with no previous pedagogical preparation were able to obtain positions as secondary school teachers upon passing a state examination. The new policy requires teacher-training courses in a higher educational institution in addition to proficiency in at least two subjects. Proof of proficiency in a particular secondary school subject can be demonstrated by acquisition of a university degree *(doctoraal)* or other degrees or diplomas. Grade-1 proficiency of this type is necessary for appointment in a V.W.O. school, in the last 2 years of a H.A.V.O. school, and in higher technical and vocational education colleges; a grade-2 proficiency is necessary for teaching in the first 3 years of a H.A.V.O. school and in intermediate technical and vocational schools; and a grade-3 proficiency is adequate in all other secondary schools. Teacher education at all levels is in the process of reform.

Inservice Education

The Government recognizes that inservice education is necessary for teachers to enable them to become better prepared for their present and future task. Associations, foundations, and the Ministry of Education and Science organize courses for which teachers with the appropriate certificate may apply. These courses, often free of charge, cover both subjects taught in school and also topics that reflect new educational developments.

UNIVERSITY EDUCATION

The Dutch university education system consists of four state universities—in Leiden (1575), Groningen (1614), Utrecht (1636), and Rotterdam (1973); one municipal university in Amster-

dam (1632); two independent institutions—free University of Amsterdam (1880) and Catholic University of Nijmegen (1923); four state professional universities—Delft Technological University (1842), Eindhoven Technological University (1957), Enschede Technological University (1964), and Wageningen Agricultural University (1918); and one independent institution for social sciences and law—Catholic College of Tilburg (1927). In 1974, a medical faculty was started on an experimental basis at Maastricht.

International courses on the university level are given in special institutions such as the International Development Institute for Housing, Planning, and Building; the International Institute for Aerial Survey and Earth Sciences; and the Institute of Social Studies, founded in 1952 by the Netherlands universities to promote graduate and advanced international research and training in the social sciences. (The language of instruction at the Institute is English.) Also, as previously noted, certain teacher-education institutions offer programs of study at the higher education level. The Netherlands Universities Foundation for International Co-operation (NUFFIC) promotes international cooperation in the academic and scientific fields, particularly in relation to developing countries.

A distinction is made in the Netherlands between a *universiteit* and a *hogeschool*, the latter being generally, as in the case of a German *Hochschule*, any higher education institution, including those devoted to one or two specialties, neither of which is medicine, natural science, or mathematics. All recognized higher education institutions, however, are authorized to grant academic degrees. The aim of a university or other higher education institution is to offer instruction in various fields, carry on research projects to advance knowledge, and "foster a sense of social responsibility."

The academic year, which starts in the beginning of September and ends in July, is a continuous one, not formally broken into semesters. Instruction is given in Dutch, except in international postuniversity courses such as those given at the Institute of Social Studies. (Most of these international courses, which enroll many foreign students, are conducted in English.) Students often use publications in English, French, and German in connection with their courses, and doctoral dissertations are frequently written in a foreign language.

Administration

The ferment in European, American, and other higher education systems during the late 1960's echoed in at least two institutions in the Netherlands—the Catholic College of Tilburg and the Municipal University of Amsterdam. The Dutch Government in 1970 passed the University Administration (Reform) Act, to remain in effect until August 31, 1976. The basic aims of this law are to enhance the democratic administration and improve the efficiency of universities by giving faculty, students, and nonacademic personnel a voice in policymaking. Accordingly, "All [these] members of the university have the right to elect members of the 40-member University Council [the highest administrative body], the Faculty Board and the Sub-Faculty Board and to stand for election themselves." At least one-third of the University Council must consist of academics; at least one-sixth, of nonmembers of the university appointed by the Crown on the Council's recommendation; at most one-third, of nonacademic personnel; and at most one-third, of students. At least 50 percent of the Faculty Board is made up of academic staff members, while students and nonacademic personnel constitute the rest of the Faculty Board.

Admission

Admission to a university has been on the basis of a pre-university leaving certificate or its equivalent. Until recently, holders of a *Gymnasium-A* certificate were admitted to all faculties, except mathematics, natural science, and engineering; of a *Gymnasium-B* certificate, to all faculties except classical studies; of an A certificate from a 5-year H.A.V.O. school only to economics, law, theology, and social science faculties; of a B certificate from the same school, only to faculties other than law, theology, and letters. Since the Secondary Education Act became effective in 1968, graduates of pre-university education (V.W.O.) are admitted without an entrance examination to all faculties if they pass the corresponding subjects in the leaving examination. Admission may also be secured by those lacking a secondary school certificate if they are at least 25 years old and have passed a special examination (the *colloquium doctum*). Graduates of higher education schools that are not in the university system must also pass this test for entrance.

In recent years, admission to university study has become increasingly difficult. Because of the dramatic increase in total university study population—from 40,000 in 1960 to 120,000 in 1974—facilities have been taxed to the point of endangering educational standards. Moreover,

faced with economic constraints, the Government has recently been unwilling to continue investing large sums of money in university buildings and equipment. It has chosen, rather, to set a *numerus clausus* or "student freeze" in some university programs. This decision resulted during academic year 1974–75, for example, in only 3,208 new students being able to register for these courses out of 7,405 applicants. It is possible that the "freeze" will be extended to other academic fields and that it will be maintained on some continuing basis. In a speech delivered in fall 1974, Minister of Education and Science J. A. Van Kemenade said that "the present system [of *numerus clausus*] can no longer be regarded as a temporary measure, but must be regarded as part of the permanent educational structure."

Degrees

Dutch higher educational institutions, in common with many on the Continent, do not require attendance at lectures, administer semester examinations, nor assign credits to the courses. The intermediate test, the *kandidaat* examination, usually taken after 2 to 4 years of study, is an indication of progress, but has no official significance for a profession or the civil service. In some subjects, a preliminary or propaedeutic examination is taken after 1 or 2 years of study. There are no fixed requirements as to the length of the study period and students have considerable freedom and flexibility in planning their programs.

Most students conclude their university or college study with the *doctoraal* examination, which leads to the degree of *doctorandus* (drs.) in most faculties, the degree of *ingenieur* (ir.) in a technological and agricultural college, or the degree of *meester* (mr.) in a faculty of law. The former governmental Commissioner of Higher Education, Dr. K. Posthumus, stated that the *doctorandus* is "a title which can be compared with the U.S. 'Master's Degree.'" Some U.S. specialists in academic equivalence consider it to be on a level between the American master's degree and the doctorate. Dr. Posthumus also noted that the degree "gives the right of admission to studies to qualify as doctor, chemist, dentist, veterinary and psychologist, eligibility as a secondary school teacher (after the completion of a supplementary pedagogic didactic study), and to many other positions in society."

Students vary in the time taken in study prior to the *doctoraal* examination. On the average, the length of time is about 7 years, although the range is from 5 (rare) to 9 or more years. The resultant degree requires a terminal examination attesting to the student's qualification in a particular field. There is no dissertation requirement for this degree. In the fields of medicine, dentistry, veterinary science, and pharmacy, a period of practical experience followed by a state or professional examination is necessary before admission to practice.

Holders of the degrees of *doctorandus*, *meester*, and *ingenieur* may obtain a doctorate (*doctor* degree) after completing and defending a dissertation of "an experimental design" and formulating "at least six propositions that do not relate to the thesis or experimental design." No course work is required. "The Dutch doctorate is the crowning of independent scientific research, which takes at least two or three, but often many more years," according to the Ministry of Education and Science.

In May 1975 a bill was proposed that would shorten university courses to at most 5 years, with the possibility for a student to enroll for 2 more years. In every field, students will take the propaedeutic examination. The *kandidaats examen* will no longer be required, but under certain conditions a *kandidaats certificate* can be issued to a student.

Financing

Since 1973, the tuition fee for Dutch universities has been f. 500 (guilders) per annum during the first 5 years and a yearly enrollment fee of f. 100. The examination fee is f. 60. The Government provides grants to students in accordance with their total family income. In 1974–75, the maximum grant was f. 7,470 per annum, with students living at home receiving f. 5,300 and married students receiving large sums. Grants are partly in the form of interest-free loans (f. 1,100 plus 30 percent of the remainder).

Trends

Dutch officials have set the closer integration of higher technical and vocational education with university education as a key priority in the development of postsecondary education. Moreover, it is likely that in the near future statutes will be implemented that will shorten the total length of time a student will be required to devote to his or her university study.

Consideration is being given to offering programs of study on a recurrent basis with legislative provisions for paid educational leave. Social and educational planners believe that such programs of lifelong education will enable graduate generalists to retrain themselves to meet the specific demands of constantly changing job mar-

kets and scientific specialists to maintain and update their skills in a time of rapid technological and industrial change. Programs of lifelong education also represent an attempt by Dutch officials to provide a "second chance" for citizens who for a variety of reasons could not pursue or fully benefit from their education in their youth. These programs are in an experimental stage.

SELECTED GLOSSARY

A

Akte van bekwaamheid ..... Certificate of qualification
Algemene landbouwschool ..... Secondary agricultural school
Algemene tuinbouwschool ..... Secondary horticultural school
Andragogiek ..... Adult education
Atheneum ..... Secondary pre-university school that stresses modern languages and social science
Avondnijverheidsschool ..... Evening vocational and technical school
Avondschool ..... Evening school

B

Basisonderwijs ..... Primary education
Bedrijfsschool ..... Industrial school in factories
Beroepsonderwijs ..... Vocational education
Beroepskeuzevoorlichting ..... Vocational guidance
Bijzonder onderwijs ..... Private education
Bijzondere school ..... Private school
Brugjaar ..... The first year of secondary education, by law a transition year
Brugklas ..... Transitional class
Buitengewoon lager onderwijs ..... Elementary education for handicapped pupils
Buitengewoon onderwijs ..... Special education
Buitenlandse kinderen ..... Foreign children

C

Central Bureau voor de Statistiek ..... Central Bureau of Statistics (which disseminates educational information and statistics)
Confessioneel onderwijs ..... Religious education
Curriculumplanning ..... Curriculum planning

D

Docent ..... Teacher
Docentenopleiding ..... Teacher education
Doctor ..... Doctorate, the degree conferred upon the recipient of a *doctorandus, meester,* or *ingenieur* who writes a dissertation
Doctoraal examen ..... Examination for the *doctorandus* degree
Doctorandus (drs.) ..... University degree roughly comparable to a master's degree

E

Einddiploma ..... Secondary school certificate
Eindexamen ..... Final examination in a secondary school course

G

Geestelijke vorming ..... Religious and moral education
Geprogrammeerd instructie ..... Programed instruction
Godsdienstonderwijs ..... Religious education
Gymnasium ..... Secondary pre-university school that stresses the classics
Gymnastiek ..... Physical education

H

Handelsavondschool ..... Part-time commercial secondary school, with evening classes
Handelsdagschool ..... Commercial secondary school, full-time
Hoger algemeen voortgezet onderwijs ..... Higher general secondary education (H.A.V.O.)
Hoger beroepsonderwijs ..... Higher technical and vocational education
Hoger onderwijs ..... Higher education
Hogeschool ..... Higher education institution
Hoogleraar ..... University professor
Huishoud- en nijverheidsonderwijs ..... Home economics education

I

Ingenieur (ir.) ..... Degree from a technological and agricultural university (lit., engineer)
Intelligentietest ..... Intelligence test

J

Jeugdvorming ..... Youth education

K

Kandidaat ..... Intermediate certificate in the university
Kleuteronderwijs ..... Preprimary education
Kleuterschool ..... Preprimary school
Kunstnijverheid- en bouwkunstonderricht ..... Arts and craft vocational education
Kweekschool ..... Training school for elementary teachers

L

Lager algemeen voortgezet onderwijs ..... Lower general secondary education (L.A.V.O.)
Lager beroepsonderwijs ..... Lower technical and vocational education
Lagere school ..... Elementary school
Landbouwonderwijs ..... Agricultural education
Leerlingwezen ..... Apprenticeship system
Leerplan ..... Curriculum
Leerplicht ..... Compulsory education
Leerschool ..... Regular primary school that accepts students from teacher-

training schools for practice teaching

Leidster ..... Preprimary teacher
Leraar ..... Secondary school teacher
Lichamelijke opvoeding ..... Physical education
Lyceum ..... Secondary pre-university that combines the *gymnasium* and *atheneum* programs.

M

Medische opleiding ..... Medical education
Meester (mr.) ..... Degree received from a faculty of law
Middelbaar algemeen voortgezet onderwijs ..... Intermediate general secondary education (M.A.V.O.)
Middelbaar beroepsonderwijs ... Intermediate technical and vocational education
Middenschool ..... Middle school, a secondary school for 12- to 15- or 16-year olds, planned in the Post-Primary Education Act.
Middenstandsonderwijs ..... Vocational school for the retail trades
Ministerie van Onderwijs en Wetenschappen ..... Ministry of Education and Science

N

Nautisch onderwijs ..... Nautical education

O

Onderwijs ..... Education
Onderwijsresearch ..... Educational research
Onderwijzer ..... Primary school teacher
Openbaar onderwijs ..... Public education
Openbare school ..... Public school
Opleiding ..... Training
Opleidingschool ..... Teacher-training school for preprimary teachers
Opvoeding ..... Education
Opvoedkunde ..... Pedagogy
Orthopedagogiek ..... Special education

P

Participatie onderwijs ..... Part-time education, alternating school and work periods for youths aged 15–18
Partieel onderwijs ..... Part-time education
Pedagogische akademie ..... Primary teachers college
Proefschrift ..... Thesis

R

Rijksschool ..... Public school

S

Schooljaar ..... School year
Schriftelijk onderwijs ..... Correspondence course

T

Technisch onderwijs ..... Technical education
Tentamen ..... Preliminary examination
Tertiair onderwijs ..... Higher education
Toelatingsexamen ..... Entrance examination
Toets ..... Test

U

Universiteit ..... University

V

Vak ..... School subject
Vergelijkende pedagogiek ..... Comparative education
Visserij school ..... Fishery school
Volksontwikkeling ..... Adult education
Voorbereidend wetenschappelijk onderwijs ..... Pre-university education (V.W.O.)
Voortgezet onderwijs ..... Secondary education
Vorming ..... Education

W

Wet ..... Law
Wetenschappelijk onderwijs .... University education
Wettelijke leerplicht ..... Compulsory education

Z

Zeevaartschool ..... Nautical training college

SELECTED REFERENCES

Bagley, Christopher. "The Dutch Plural Society: A Comparative Study in Race Relations." London: Oxford University Press, 1973.

Breitenstein, P. H. "The Teaching of Foreign Languages in the Netherlands," *PMLA*. Vol. 73, September 1958. Pp. 1–6.

Clayton, A. Stafford. "Religion and Schooling: A Comparative Study." Waltham, Mass.: Blaisdell, 1968.

Durnin, Richard G. "The University of Leyden and America," *Paedagogica Historica*. Vol. VIII, no. 2, 1968. Pp. 335–50.

Goote, M. "Education and Science in the Netherlands," *The Kingdom of the Netherlands 1970/1971*. Part 32. The Hague: Government Printing Office [1970].

Goudsblom, Johan. "Dutch Society." New York: Random House, 1967.

Hansen, Erik. "Marxism, Socialism, and the Dutch Primary Schools," *History of Education Quarterly*. Vol. XIII, Winter 1973. Pp. 367–91.

Higher Education and Research in the Netherlands. The Hague: Netherlands Universities Foundation for International Co-operation. A quarterly published since 1957.

Holtrop, William F. "Vocational Education in the Netherlands." Berkeley: University of California Press, 1951.

Idenburg, Philip J. "Education in the Netherlands." The Hague: Netherlands Government Information Office, 1951.

Male, George A. "Teacher Education in the Netherlands, Belgium, Luxembourg." U.S. Office of Education, Bulletin No. 4, 1960. Washington, D.C.: U.S. Government Printing Office, 1960.

Mason, Henry L. "Reflections on the Politicized University: II, Triparity and Tripolarity in the Netherlands." Bulletin. Vol. 60. Winter 1974. Pp. 383–400.

Mostert, John. "The Netherlands: A Guide to the Academic Placement of Students From the Netherlands in Educational Institutions in the United States of America." Washington, D.C.: American Association of Collegiate Registrars and Admissions Officers, 1961.

Netherlands. Ministry of Education, Arts, and Science. "The Dutch School System." The Hague: The Ministry, 1960.

Netherlands. Ministry of Education and Science. "Education Policy in the Netherlands in 1972: Problems and Pressures." The Hague: The Ministry, 1972.

——. "Going To School in the Netherlands." The Hague: The Ministry, 1974.

——. "The Main Aspects of Educational Reform in the Netherlands, 1963–1969." The Hague: The Ministry, 1969.

——. "Netherlands University Administration (Reform) Act, 1970." The Hague: The Ministry, n.d.

——. "A New Approach to Education." The Hague: Government Printing Office, 1971.

——. "Organization of Education in the Netherlands in 1971–1973." The Hague: The Ministry, 1973.

——. "Outline of Vocational Education Policy in the Netherlands." The Hague: The Ministry, 1974.

——. "Primary Education: Action on All Fronts." The Hague: Government Printing Office, 1971.

——. "School System in the Netherlands." The Hague: The Ministry, 1969.

——. "Summary of the Post-Primary Education Act in the Netherlands." The Hague: Information Service, 1968.

——. "University Education in the Netherlands." The Hague: The Ministry, 1970.

Organisation for Economic Co-operation and Development. "Educational Policy and Planning: The Netherlands." Paris: The Organisation, 1968.

—. "Reviews of National Policies for Education: Netherlands." Paris: The Organisation, 1975.

—. "Study on Teachers: Netherlands and Portugal." Paris: The Organisation, 1968.

"Planning and Development in the Netherlands." Vol. III, nos. 1 and 2, 1969. The Hague: Netherlands Universities Foundation for International Co-operation. Entire issue devoted to educational structure, innovation, and planning in the Netherlands.

Schuchardt, Max. "The Netherlands." London: Thames and Hudson, 1972.

Sloos, J. et al. "Correspondence Education in the Netherlands." Leiden: Leidsche Onderwijsinstellingen, 1967.

Stellwag, Helena W. F. "Problems and Trends in Dutch Education," *International Review of Education.* Vol. 3, no. 1, 1957, Pp. 54–67.

"Study in Holland: A Guide for Prospective Students." New York: Netherlands Information Service, 1961.

Van Gelder, L. "The Bridge-Year: An Aid to Adaptation From Elementary To Secondary Education in the Netherlands," *International Journal of Education.* Vol. 6, no. 4, 1960. Pp. 468–71.

Van Lutsenberg Maas, J. "The Mammoth Law Reforms in Dutch Education," *Comparative Education Review.* Vol. 7, February 1964. Pp. 279–85.

Velema, Elzo. "Primary and Post-Primary Education in the Netherlands," *Comparative Education Review.* Vol. 7, October 1963. Pp. 119–24.

Verlinden, J. A. A. "Public and Private Education in the Netherlands," *Educational Forum.* Vol. 22, November 1957. Pp. 51–7.

by
William W. Brickman
Professor of Educational History and Comparative Education
Graduate School of Education, University of Pennsylvania
(Philadelphia)

☆U.S. GOVERNMENT PRINTING OFFICE: 1976 O—213-380